POLICY

As reflected in the priorities of its current Strategic Plan, Yukon College is committed to offering high-quality, relevant programs that meet the educational and vocational needs of the people of the Yukon. Honouring that commitment, the College will undertake periodic programming reviews to identify areas of strength, weakness, and programmatic gaps in the following Schools:

- Liberal Arts
- Management, Tourism & Hospitality
- Health, Education & Human Services
- Trades, Science & Technology
- Access
- Continuing Education

Access courses, ranging from basic literacy to College Preparation, are included where appropriate. In addition, non-credit courses that exist within credit programs shall be included in the programming review process.

This policy outlines how programming reviews will occur.

BOARD GOVERNING POLICIES

Board Policies as outlined in the Board Policy Handbook

Yukon College Strategic Plan 2008-2013

GOVERNING LEGISLATION AND RELEVANT DOCUMENTS

College Act
Letter of Understanding – Yukon Government and Yukon College
May 31, 2007 Thematic Review Report

PURPOSE

Programming reviews provide a framework for Schools to systematically collect and analyze information. The information will be used to make recommendations for improvement and to guide future directions. The objectives of programming reviews are:

- To assist the College in maintaining high-quality programming
- To help clarify the roles of programming
- To assist the College in improving programming as identified in a review
- To identify and address programming gaps in each of the programming areas
- To contribute information to the institutional planning process
- To demonstrate accountability to all stakeholders
- To change and/or renew programming based on the findings and recommendations coming from a programming review.

PRINCIPLES

Individual program evaluation is a desirable, on-going, and natural component of program planning; programming reviews will consider such evaluation wherever possible.

Principles of ethical research will be respected in all programming reviews.

Programming reviews will be conducted with as little intrusion and disruption as possible.

Programming reviews provide Schools with useful recommendations based on sufficient, reliable, and valid data; however, given the limits of time and resources, research cannot be exhaustive.

Programs that have yet to complete a program cycle plus one year will not be subject to new data collection; however, administrative data will be reviewed.

Members of the programming review committee must communicate regularly with program staff, including Continuing Education faculty wherever applicable.

PROCEDURES

- Frequency and Timing of Review Process
  In the spring of each year, the Vice-President Education & Training, Deans and Directors will decide on which School to review during the next academic year. Decisions will be finalized and submitted to the President by June of the academic year. A final report will be submitted to the Vice-President for distribution by September of the next academic year. Each School will be reviewed every six years.

- Coordination of the Programming Review Process
  Annually, the Vice-President Education & Training will designate a lead administrator to coordinate the overall review process and to assist with its implementation. The Institutional Research and Planning Officer will provide data and consultation to the review team regarding survey instruments and research methodologies.

  Programs that have undergone evaluation (cf. IP-06) within the last two academic years are not subject to new data collection for the programming review.

- Accountability for Conducting the Programming Review
  The designated lead is responsible for ensuring that the programming review process is carried out.

- The Programming Review Committee
  The programming review committee, whenever possible, will consist of:
  1. Dean or Director responsible for the School
  2. Chair of the School
  3. Designated lead of the committee (a faculty member from a School not under review)
  4. four to six faculty members, including one from the School under review and another from a School not under review
  5. one community campus representative
  6. Institutional Research and Planning Officer

  The Dean or Director of the School under review will submit the names of participants for the programming review committee to the President for final approval.

  The designated lead for the committee will be provided release time to conduct the review, to work with committee members, to coordinate the review process, and to write the final report, with assistance from the programming review lead and the Institutional

Research and Planning Officer. Clerical support for the programming review will be provided.

- Report Format and Content
  The programming review committee must produce a final, internal report, following the general structure of the May 31, 2007 Thematic Review Report.

- Presentation of the Report
  The final report, an internal document, will be presented to:
  o Senior Executive Committee
  o School faculty
  o Members of the review committee

- The executive summary will be submitted to:
  o The Board of Governors
  o Focus group participants
  o College Relations for further distribution

- Faculty and Staff
  o Action Plan
    Within four months of the completion of the report, the Dean, in consultation with his or her School, will prepare an action plan to implement the recommendations stemming from the report.

- Follow-up
  The Dean will write, on a quarterly basis, implementation progress reports from the action plan; progress reports will be made available on the College Intranet.

DEFINITIONS

A **program** is an orderly sequence of courses leading to certification or other documentation of program completion.

A **programming review** is an organized process of collecting, analyzing and reporting information to assist the College in making judgments about the relevance, effectiveness and efficiency of programming within a School.

Relevance means the ability to provide programming that meets the needs of the people of the Yukon and other identified markets.
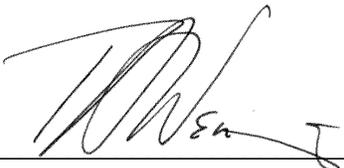
Accessibility means the delivery and support structures must facilitate successful transitions for students.

Successful student transitions means opportunities for further learning, including transferability to other postsecondary institutions, and/or employment upon completion,

Efficient use of resources means the use of cross-divisional expertise and resources as well as the use of community resources and partnerships. All resource allocation and use will be consistent with accepted budget principles.

Cultural inclusion means recognizing the unique cultural milieu of the Yukon and integrating it into the program.

AUTHORIZATION

Approved by the President _____ (signature)

On _____January 8, 2010_____ (date)